



Picturebooks and eTwinning as vehicles for Intercultural Citizenship Education

Sandie Mourão

CETAPS



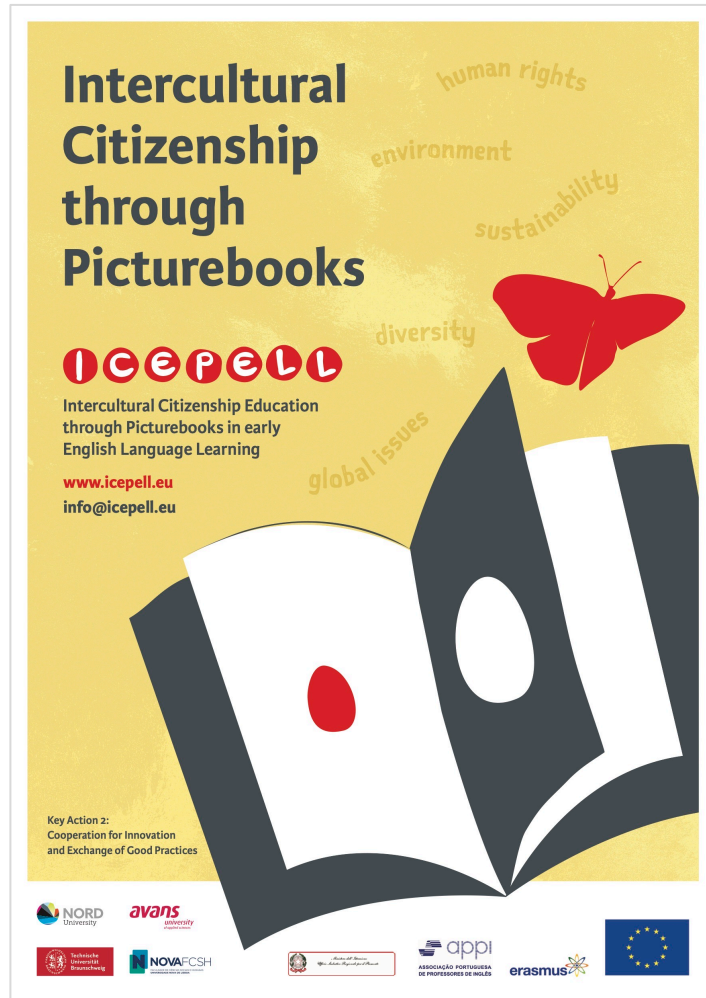
YELL turns ten! * University of Udine * 5 April 2022



This session

You are going to ...

- ✓ Find out about the ICEPELL project
- ✓ Do a concept check on citizenship education
- ✓ Discover picturebooks as aesthetic objects
- ✓ Experience a read-aloud
- ✓ Walk through some picturebook-related activities
- ✓ Consider picturebooks and eTwinning as vehicles for intercultural citizenship education



Intercultural Citizenship Education through Picturebooks in early English Language Learning (ICEPELL)

- ✓ Erasmus+ KA203 project
- ✓ September 2019 – August 2022
- ✓ Coordinated through CETAPS, FCSH/UNL
- ✓ The aim: to support practitioners to confidently integrate **intercultural citizenship education** into their EFL lessons and library sessions with children aged 5 to 12 years.
- ✓ <https://icepell.eu/>

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Citizenship education

In democratic societies citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to **take responsibility for** themselves and for their communities at the local, regional, national and international level.

European Commission/EACEA/Eurydice, 2017



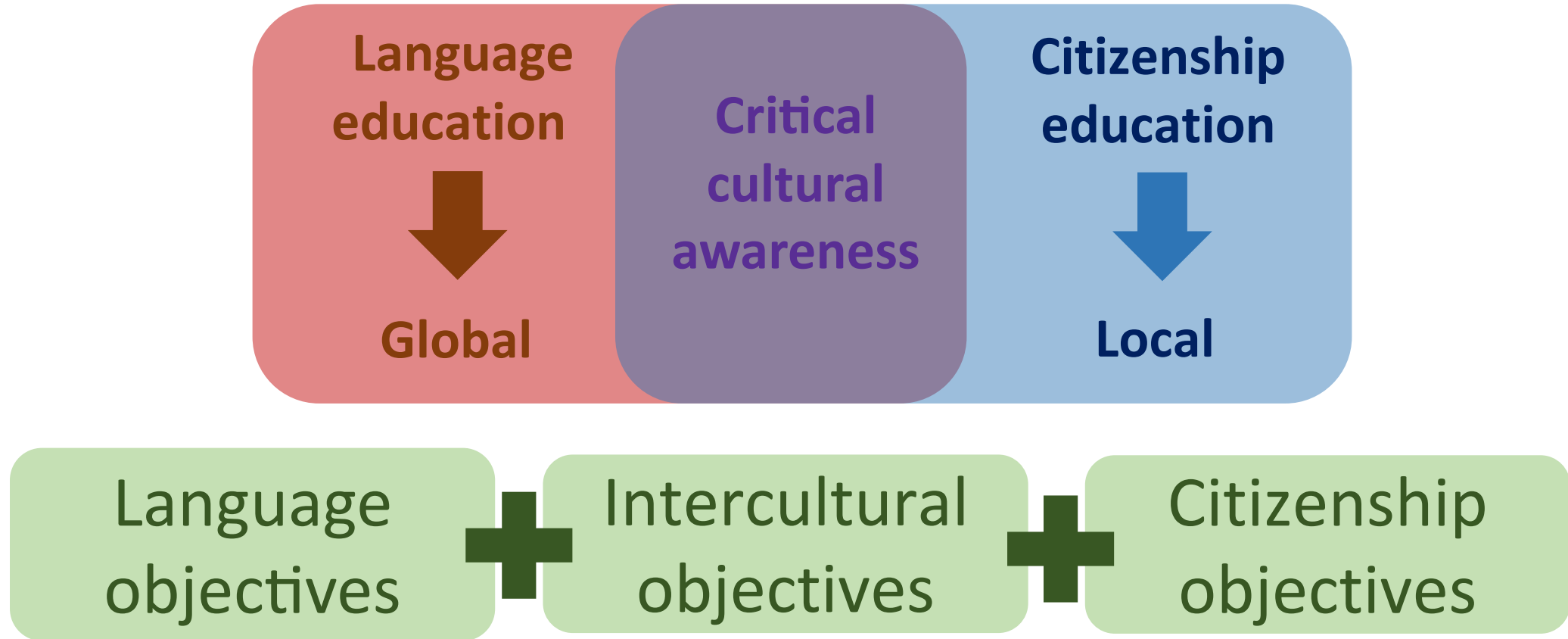
Citizenship education

Citizenship education should develop learners' **knowledge, skills, attitudes and values** in four broad competence areas:

- 1) interacting effectively and constructively with others;
- 2) thinking critically;
- 3) acting in a socially responsible manner; and
- 4) acting democratically.

European Commission/EACEA/Eurydice, 2017

Intercultural Citizenship Education

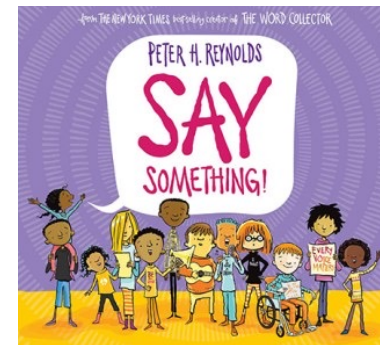
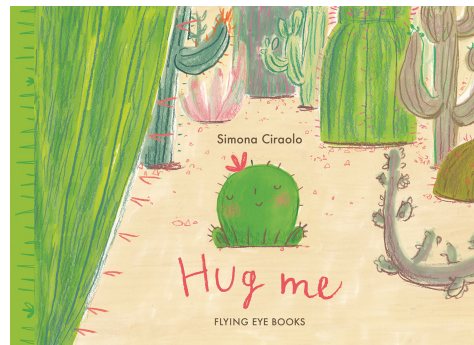
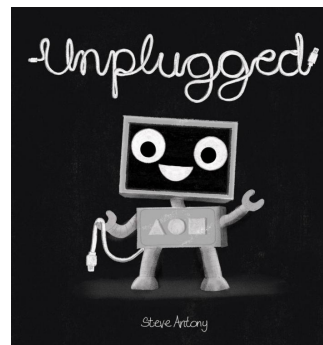
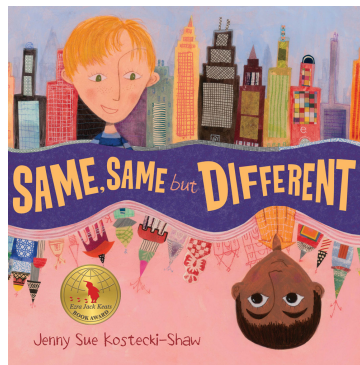
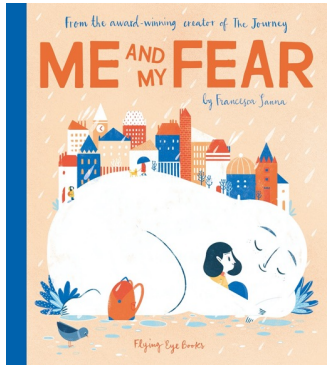
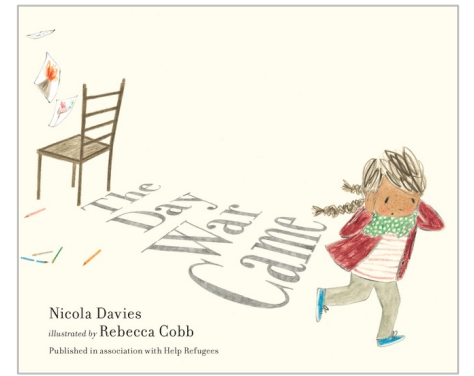
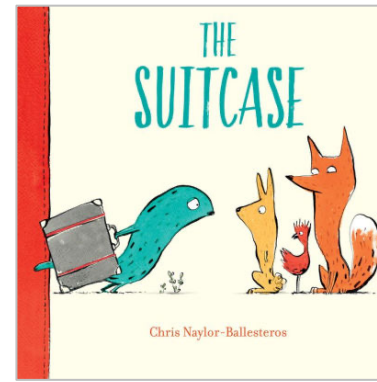
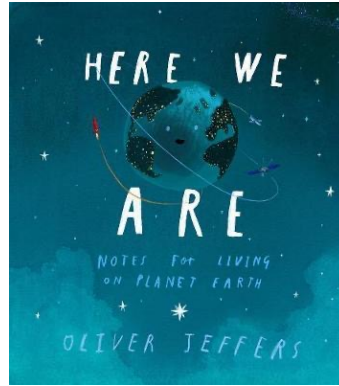
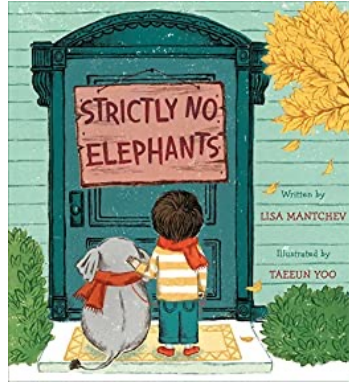
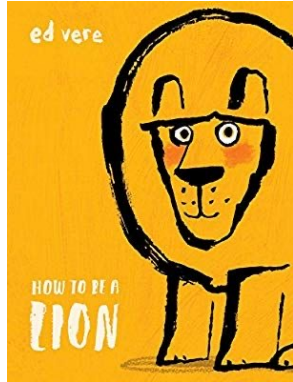
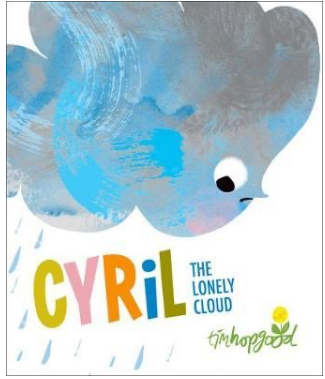


Byram, Golubeva, Hui & Wagner, 2016; Porto 2016

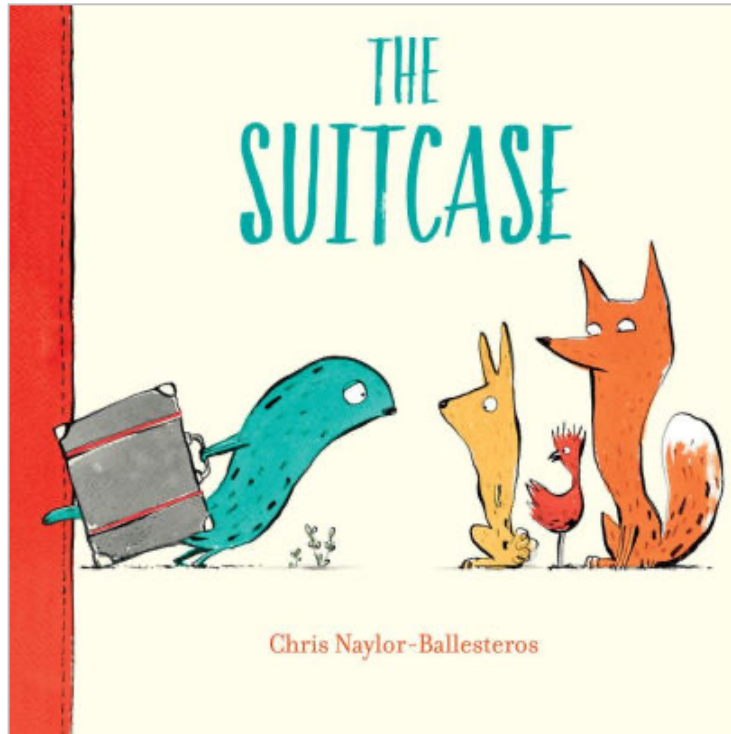


ICEPELL

Vehicle 1: Picturebooks



The suitcase by Chris Naylor Ballesteros



Multi-taskers ...

- ✓ Enjoy the read-aloud!
- ✓ How does the design contribute to the visual narrative?
- ✓ How might *The Suitcase* help bring language learning and citizenship education together?

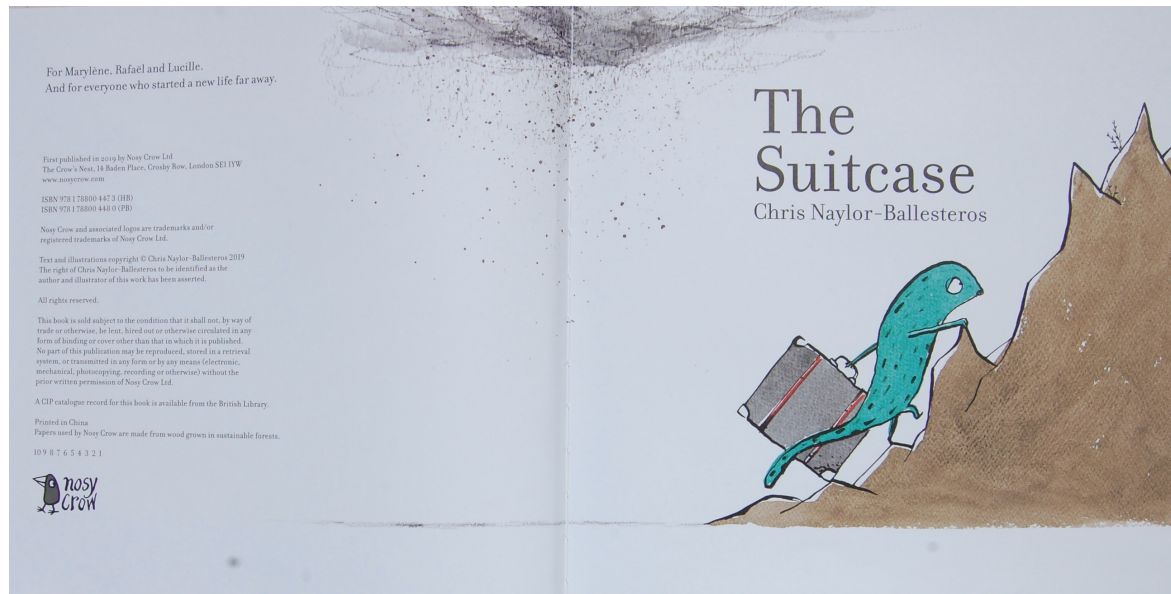
The suitcase by Chris Naylor Ballesteros

- ✓ How does the design contribute to the visual narrative?



The suitcase by Chris Naylor Ballesteros

- ✓ How does the design contribute to the visual narrative?



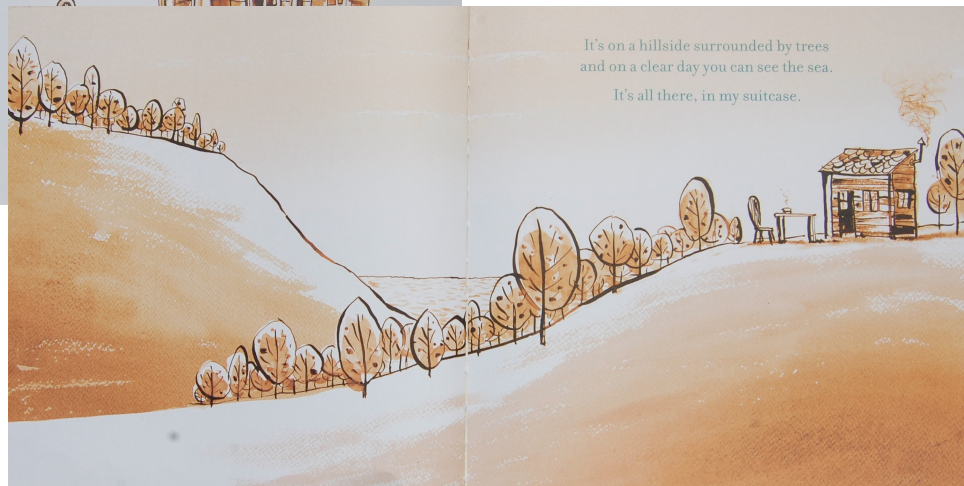
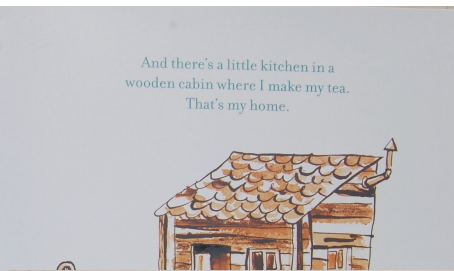
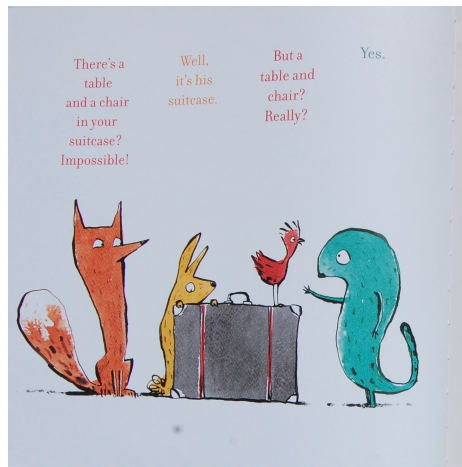
Title page and dedication



Opening 1

The suitcase by Chris Naylor Ballesteros

- ✓ How does the design contribute to the visual narrative?



Use of sepia to represent the past / memories



The suitcase by Chris Naylor Ballesteros

- ✓ How does the design contribute to the visual narrative?



Typographic features
are meaning makers
too!



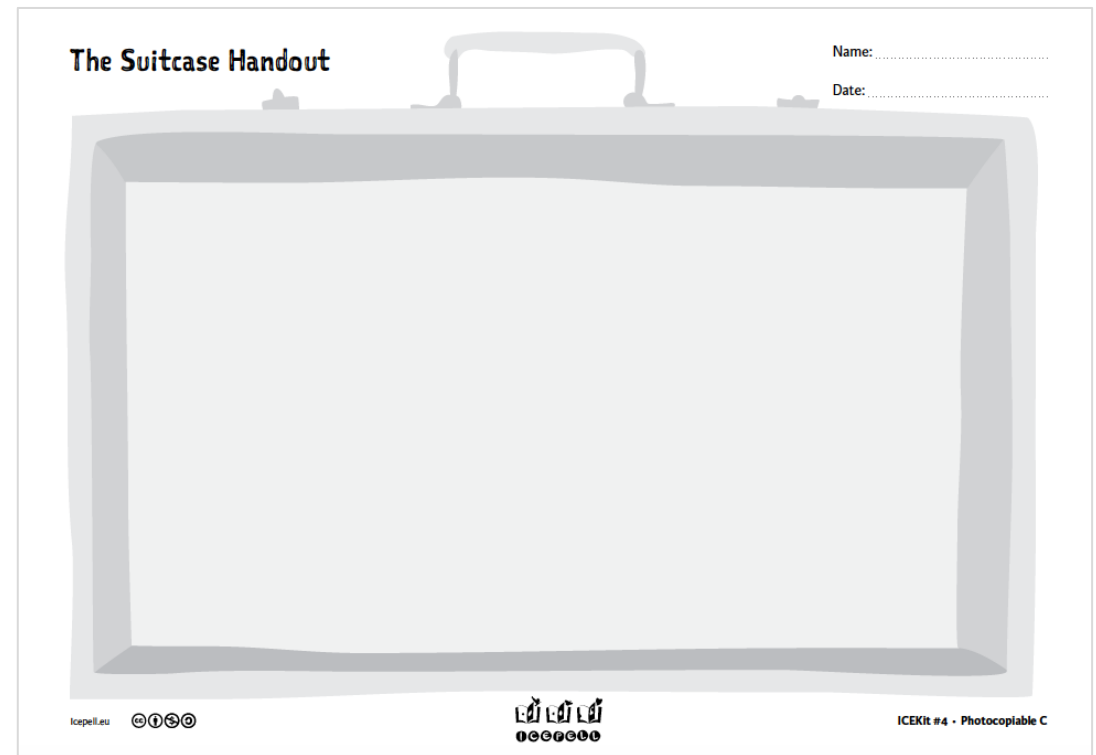
The suitcase by Chris Naylor Ballesteros

- ✓ How might *The Suitcase* help bring language learning and citizenship education together?

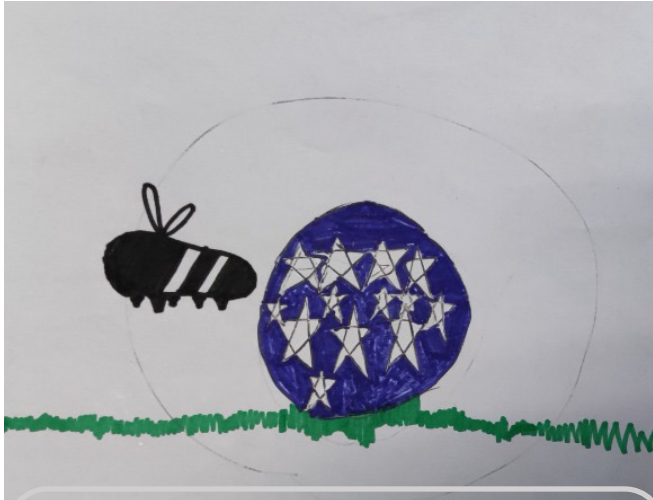
What would you put in your suitcase?

Connecting with the main character to personalize the experience.

Do we highlight a forced move?



The suitcase handout drawings



In my suitcase there
are my boots and
my football

Drawings by 6-year old
children in Italy



In my suitcase there
are my song birds



In my suitcase there
are all my houses

The suitcase by Chris Naylor Ballesteros

- ✓ How might *The Suitcase* help bring language learning and citizenship education together?

How can we welcome newcomers?

- Brainstorm actions to ensure newcomers feel welcomed.
- Role-play the actions and reflect on how it feels.

Say, 'Come and play!'

Ask, 'Can I help you?'

Say, 'Hello!'

Smile!
Be friendly!

The suitcase by Chris Naylor Ballesteros

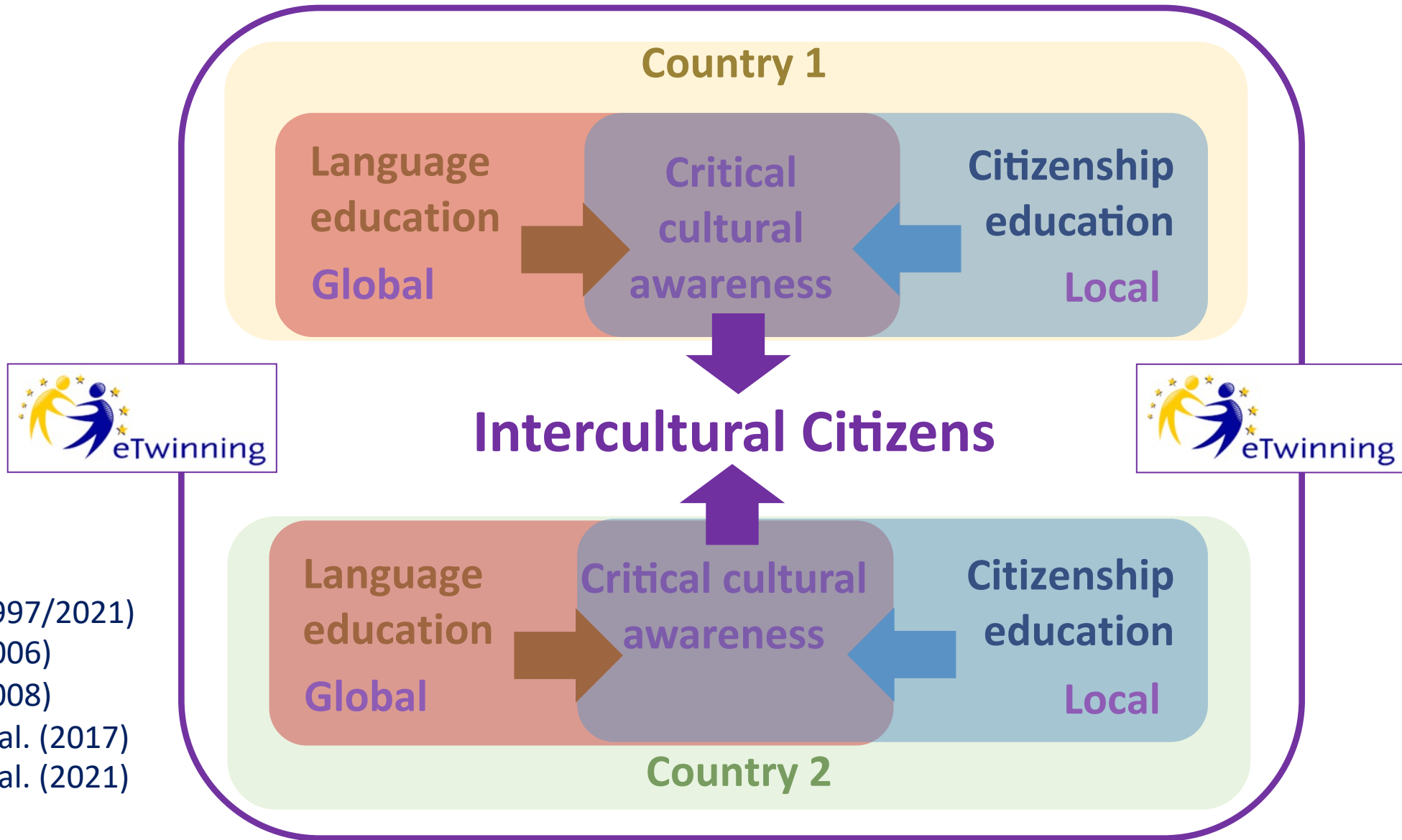
- ✓ How might *The Suitcase* help bring language learning and citizenship education together?

Roleplay the dialogues in the picturebook?

Experiential learning fosters empathy



Vehicle 2: eTwinning



Byram (1997/2021)
Byram (2006)
Byram (2008)
Byram et al. (2017)
Byram et al. (2021)

6. REFLECT

In class: Reflect on the experience, what you learned, how you feel, what you want do / learn more.

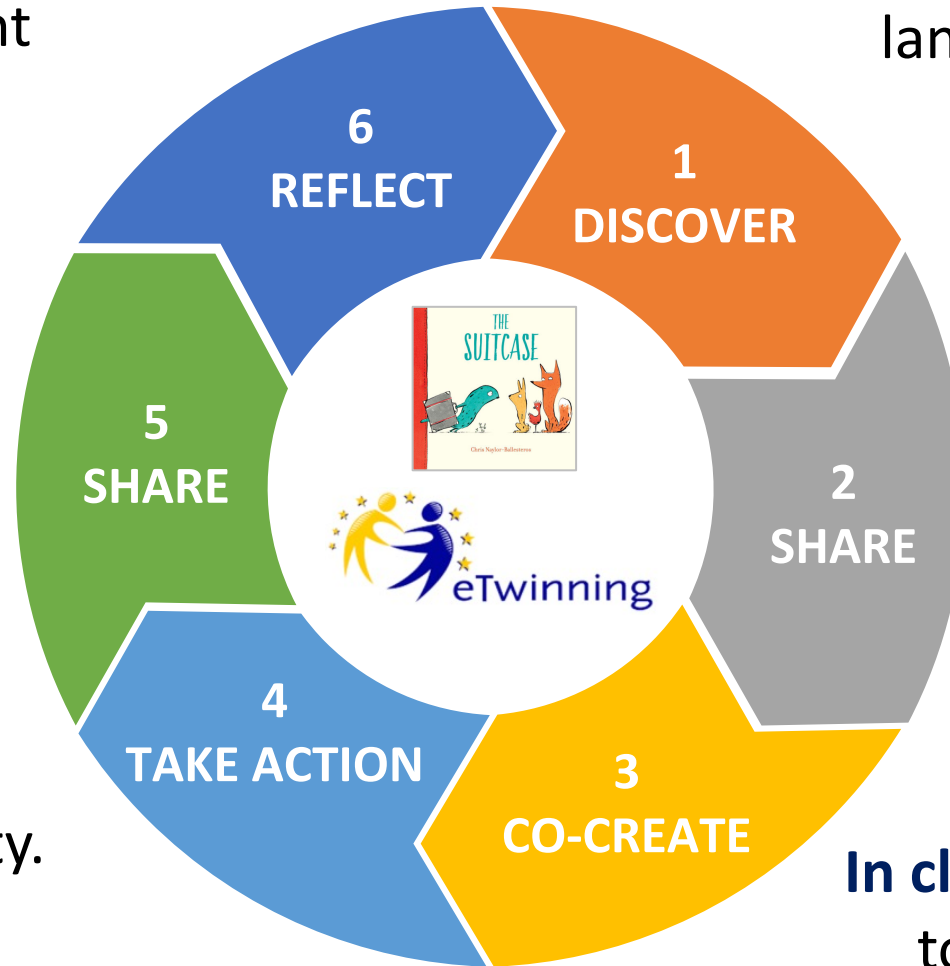
5. SHARE

In the TwinSpace and/or videocall: Show the partners your 'vehicle'. Share the responses and results.

4. TAKE ACTION

In the community: Take the 'vehicle' into local community. Collect feedback from the community ... add more languages!

eTwinning Taking Action Cycle: Beyond the book



Rampone & Ferrari (2022)

1. DISCOVER

In class: Find out how many languages the children know to say 'Hello!'

2. SHARE

In TwinSpace and/or videocall: Share discoveries, teach each other and make plans to share a 'Multilingual welcome message'.

3. CO-CREATE

In class: Create the 'vehicle' to share the 'multilingual welcome message'.

Multilingual
'Welcome'
displays

NB: think about
the position and
size of some of
the languages...





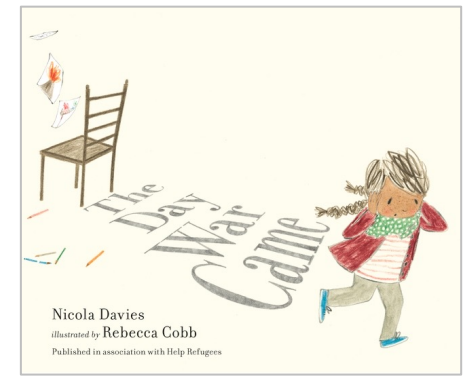
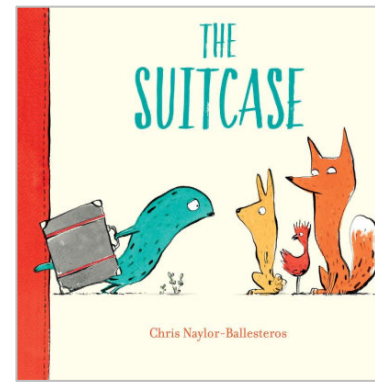
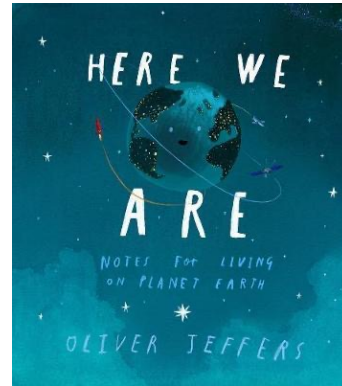
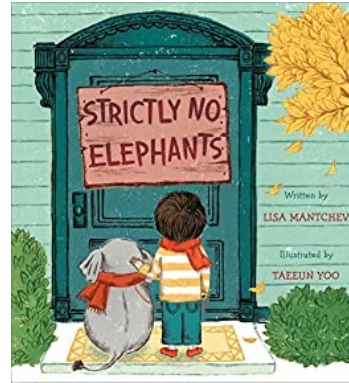
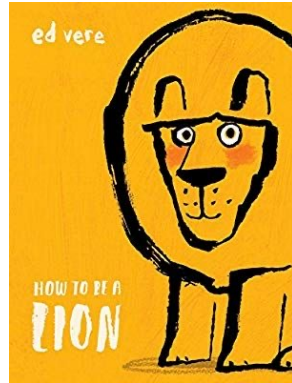
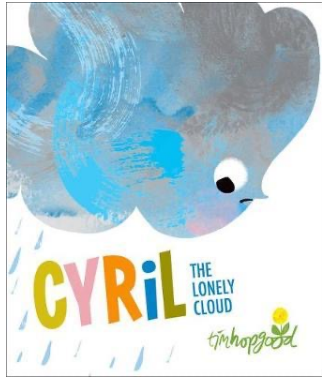
Taking action


A **democratic citizen** takes responsibility for themselves and for their communities ...

Materials need to provide affordances for children to ...

- ✓ engage in **authentic, meaningful** action (Short, 2011)
- ✓ become '**proactive contributors** to a more just, peaceful, tolerant, inclusive, secure and sustainable world' (UNESCO, 2014: 15).
- ✓ **improve** the community or communities in which they live (Byram et al., 2021)

ICEKits available on the ICEPELL website



ICEKit 

#6 **Cyril the lonely cloud** 1/14

by Tim Hoppoed
(Oxford University Press, 2018)

ICEKit Summary
This ICEKit accompanies the picturebook *Cyril the lonely cloud* by Tim Hoppoed (Oxford University Press, 2018) and enables children to explore focal field 2: Interaction with local and global issues. It also teaches oral field of emotions. The kit opens with activities to help children think about weather conditions, these include activities that involve moving around.
The book is presented through peritextual ponderings to create a link between the story and the everyday life of the children and assess their curiosity. The textual ponderings focus on questions around the main character on the cover and the back cover and the page. The focus lies on the relationship of feelings and cloudy and rainy weather. The read aloud guides the children through Cyril's thoughts and feelings, highlighting children's feelings on rainy days and highlights the importance of rain and water for the environment.
Activities encourage children to be active and experiential. They include reflecting around rain and weather in general, focusing on feelings related to different weather conditions, singing a song about Cyril, considering the necessity of rain for the planet and, finally, a focus on the water-cycle. Through the Reflect and Review activities children discover the meaning and message of the story and link it to their own life. Finally, the ICEKit proposes an eFluencing Talking Action Cycle where children can cooperate with others to discuss the importance of using water, brainstorming ideas for doing so and taking action in their school community.

ICEKit 

#7 **How to be a lion** 1/14

by Ed Vere (Puffin Books, 2018)


ICEKit Summary
This ICEKit accompanies the picturebook *How to be a lion*, by Ed Vere, and enables children to explore focal field 1: Socially responsible behaviour – interaction with others and focal field 3: Sense of belonging and knowing about or respecting one, other and/or heritage cultures.
The activities start by arousing children's curiosity regarding the story content, the setting and the characters and by exploring the peritextual elements. These focus on questions related to the characters' description, their similarities and their differences, and the connection children can make with the real world. While reading aloud, children can verify their predictions.
Other activities allow children to connect to the book by finding out about themselves and others and by identifying similarities and differences and reflecting on the importance of being tolerant and showing empathy. Self-respect, self-confidence, empathy towards others and acceptance of differences are also explored in activities related to the poem shared by Leonard, the lion, and the friend Marianne, the duck. By learning to play with words and by writing other poems, children are encouraged to open their minds and think of experiences that connect them to others in the local or broader community.
The ICEKit culminates in the Taking Action eFluencing cycle where children co-operate a 'Let me be me' parade with slogans and posters, which culminates in a creative finale highlighting the importance of being treated with fairness and respect and recognizing that together we can contribute to building a better world.

ICEKit 

#3 **Strictly No Elephants** 1/12

Lisa Mantchev and Taejun Yoo
(Eamon & Schuster, 2013)

ICEKit Summary
This ICEKit accompanies the picturebook *Strictly No Elephants* by Lisa Mantchev and Taejun Yoo (Eamon & Schuster, 2013) and enables children to explore focal field 1: Socially responsible behaviour – interacting with others.
After reading aloud, the activities support children in making a personalised response to the story, empathising with the characters, and exploring the topic of signs. Alternatively, the topic of pets/ animals can be used to introduce the story setting and get the children thinking about differences between animals and pets and their typical characteristics.
Analysing peritextual elements such as the interplay of colours and the representation of the 'Strictly No Elephants' sign helps the children predict the story plot and raises their interest in finding out what really happens to the boy and his special pet.
After reading aloud, the activities support children in making a personalised response to the story, empathising with the characters, and exploring the topic of signs. Alternatively, the topic of pets/ animals can be used to introduce the story setting and get the children thinking about differences between animals and pets and their typical characteristics.

ICEKit 

#5 **Here We Are** 1/13

Oliver Jeffers
(Puffin Books, 2015)

ICEKit Summary
This ICEKit accompanies the picturebook *Here We Are* by Oliver Jeffers (Puffin Books, 2015). It enables children to explore focal field 1: socially responsible behaviour when interacting with others as well as focal field 3: generating a sense of belonging and appreciating one's own as well as other's heritage cultures.
The activities start by arousing children's curiosity to the story content using a 3D globe or the book trailer. The peritextual ponderings focus on questions around the visual images which help children predict the story plot – learning about planet Earth, its landscapes, its inhabitants and their differences and similarities – and gives them a real reason to learn during the read-aloud.
After reading aloud, the activities enable children to make a personalised response to the story and include ideas to support opportunities to share their views about the picturebook's message through drawings. Other activities include children describing differences between children in their school and community while focusing on similarities in the classroom, school and community, as well as creating a picture dictionary of planet Earth to introduce it to an adult or creating a short dialogue and acting it out. The ICEKit culminates in the Taking Action eFluencing cycle where children co-create a flyer with a poem or song and a video for presenting the planet through simple actions at home, at school and in the wider community.

ICEKit 

#4 **The Suitcase** 1/12

Chris Naylor-Ballesteros
(Puffin Books, 2018)

ICEKit Summary
This ICEKit accompanies the picturebook, *The Suitcase*, by Chris Naylor-Ballesteros (Puffin Books, 2018), and enables children to explore focal field 1: Socially responsible behaviour when interacting with others and focal field 2: Socially responsible behaviour when interacting with local and global issues.
It includes suggestions for peritextual ponderings about the title, the front and back covers, and the title page which help children make predictions around the story. After reading, the children are encouraged to reflect personally on the message of the story, which is about friendship and treating others with fairness, mutual respect and trust. The ICEKit suggests after-read-aloud activities which include thinking about what to put in a suitcase when asked to leave home and brainstorming different ways to help someone feel welcome, as well as presenting short performance skits around welcoming a stranger. Children also think about the different ways they can welcome newcomers to their schools and share information with their school community about the many languages that can be used to welcome newcomers. Through the eFluencing Action Cycle, children cooperate across borders to decide how they can take action in their communities to ensure new children to their schools, wherever they come from, are helped to feel welcome.

ICEKit 

#8 **The Day War Came** 1/13

Nicola Davies
Illustrated by Rebecca Cobb
(Walker Books, 2018)

ICEKit Summary
This ICEKit accompanies the picturebook *The Day War Came* and enables children to explore focal field 1: socially responsible behaviour when interacting with others, focal field 2: socially responsible behaviour – interaction with local and global issues and focal field 3: a sense of belonging for those who are different.
The activities start by arousing children's curiosity in the story's context (playing musical chairs or using a picture of a well-known sculpture), and then pondering on some peritextual features, including the picturebook's dedication and blurbs, to help the children predict the story plot. After reading aloud, the activities enable children to make a personalised response to the story through movements or skits, reflect on the impact of war on people's lives and what makes us feel safe at home, while learning to empathise and putting themselves in someone else's shoes.
The ICEKit culminates in the Taking Action Cycle where children in their eFluencing groups co-plan concrete actions to help refugees/immigrants communities through their own organisations.

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Final thoughts

If foreign language teaching in primary education is to contribute seriously to the international education of young people, it has to **recognise the complexity of the task**, to **include intercultural competence** among its aims, to seek **relationships with other aspects of the curriculum** in systematic ways and **to demand properly trained teachers** and **appropriate teaching materials**.

Byram & Doyé (1999, p. 150)



This session

This is what you did ...

- ✓ Found out about the ICEPELL project
- ✓ Did a concept check on citizenship education
- ✓ Discovered picturebooks as aesthetic objects
- ✓ Experienced a read-aloud
- ✓ Walked through some picturebook-related activities
- ✓ Considered picturebooks and eTwinning as vehicles for intercultural citizenship education



ICEPELL closing conference

ICEPELL Hybrid Conference

1 & 2 JULY 2022
Lisbon • Portugal



Intercultural Citizenship Education
through Picturebooks in early
English Language Learning



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ICEPELL

Thank you!

Sandie Mourão

CETAPS



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